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ABSTRACT

As part of a UNESCO program to assist the government of Greece in the preparation and implementation of a five-year plan for the development of adult education, an expert in the field and four Fellows were chosen to study adult education trends in Scotland, England, Denmark, France, Switzerland, and the Federal Republic of Germany. As a result of their study, and following several changes in the Greek government, six proposals were made to the Greek Ministry of Education. These were to: establish an independent service for adult education, equal to that for other educational levels; establish an inspectorate; reconstitute NELEs (Nomos Adult Education Committee); appoint necessary staff and provide training facilities; initiate a building program; and appoint a committee for higher adult studies and provide resources for programs of continuing education. In the context of considering adult education as a response to the educational needs of men and women, the present Greek system of adult education is widespread but without central organization. Proposals were offered in October 1972 for reorganizing those aspects of adult education which are the responsibility of the Ministry of Education. These consisted of a refinement of and elaboration on the six proposals from the aforementioned study. (AG)

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by E.K. Townsend Coles

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Serial No. 3019

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I. INTRODUCTION

The aim of the project

1. The Director-General of Unesco included the following statement in his Report on the Activities of the Organization in 1971

> "Steps were taken to recruit an expert to advise the Government of Greece on the preparation and implementation of a five-year plan for the development of adult education. The expert will take up his post in January 1972".

2. Thus the central purpose of the project has been to assist the Government of Greece in formulating a development programme for adult education. In addition, the expert has been available to advise the Ministry of Education, through its Department of Adult Education, on all matters relating to this branch of education; to assist with the designing and running of training seminars; to discuss with universities and other agencies questions relating to adult education; and to advise other departments of the Ministry on such matters as were within his competance.

Brief summary of events

3. After briefing in Paris, the expert commenced work in Greece in January 1972. The acting head of the Department of Adult Education, Mr. P. Kechayopoulos, served as counterpart, though this was additional to his normal official duties. The expert worked closely with all the members of the department throughout the two years of the project.

4. During the Winter and early Spring of 1972, the expert met a great many people associated with all branches of adult education, as well as visiting adult education centres and night schools run by the Ministry of Education and by private institutions. In all this, he was assisted by his counterpart, or by members of the department. By Easter, he felt he had enough information to make some tentative proposals as a basis for discussion.

5. During this period, preparations were made for the selection of the four Fellows associated with the project. There were over forty applicants, and after careful consideration eight candidates were selected from whom the final four were chosen. In order to obtain as much experience as possible of contemporary trends in European adult education, it was decided that each Fellow should concentrate on different countries, as follows:-

(a) United Kingdom (Scotland)

(b) United Kingdom (England)

(c) Denmark

(d) France and Switzerland

(e) Federal Republic of Germany

At the time of writing this report, three of the Fellows have returned and are now engaged in adult education work. It is most heartening to note how very greatly they have benefited from their time abroad. Details of the Fellowships are given in Appendix A.

6. In June, the expert prepared a document outlining his proposals, together with the financial implications of the suggested development programme. It was agreed, however, that it would be better to defer submitting these proposals for examination until the Autumn. In September a new minister took up office, and after a personal interview the expert submitted his document to him in October. Both the minister, and the deputy minister responsible for adult education, gave their verbal general approval to the main lines advocated, and ordered that the document should be translated into Greek and circulated. By the end of the year it was ready to be sent to a selected group of advisers and senior members of the Ministry.

7. Meanwhile, the expert was assisting the department with training seminars and acting as consultant on many issues arising as a result of the increasing interest in adult education. Throughout this period visits were made to provincial centres, at which the expert gave talks and held seminars for teachers. Proposals for the inclusion of adult education in the curriculum of the extended teacher-training course were made, and in February 1973, at the request of the minister, work began on comprehensive legislation for adult education, a lengthy process, not only because adult education is itself an intricate subject but also because of the necessity of incorporating in the legislation a great deal of administrative detail.

8. In June there were political changes in the country, and in September a new minister and deputy minister took up office. One of the first acts of the new deputy minister was to preside over a meeting of the National Committee for Adult Education - its first meeting during the time of the project - at which revised regulations for the management of adult education were approved. The expert was consulted on these changes which are broadly in line with his proposals and which he had incorporated in his draft legislation. The regulations are referred to in the next section of this report.

9. In October it was decided that steps should be taken to obtain or rent premises for a training and information centre, and it was further agreed that the $8,000 available for the purchase of equipment should be spent on the apparatus which would be needed. A requisition for this has been submitted to Unesco, and details are given in Appendix B.

10. When the country programme for Greece was being drawn up, discussions took place on the best way of continuing the project. The Ministry of Education expressed the wish for an extension to be arranged but it seemed best for this to be postponed until the proposed legislation had been passed. The country programme makes allowance for one or more return visits by the expert during 1974 and 1975.

11. The purpose of this introduction is to give the general background to the project. The document which was prepared and submitted in 1972 was of some length and is available in English and Greek in Athens and Paris. This report will only repeat those parts of the earlier document as are necessary. Rather it will indicate the developments which have taken place subsequently and those which it is hoped will materialize as a result of the project.

12 The report is divided into the following further sections:-

II Summary of main findings

III. Adult education: scope and definition of terms

IV. The present position in Greece

V. Proposed new developments

VI. The development Plan

VII. Appendices.

II. SUMMARY OF MAIN FINDINGS

The 1972 Proposals

13. The main proposals suggested were:-

(a) The Ministry of Education should establish an independent service for adult education, of equal standing to that of primary, secondary, technical and higher education. The service to be supervised by a national committee and the department to be under the direction of a director, with such staff as is required.

(b) The Ministry should establish an inspectorate for adult education

(c) The Ministry should reconstitute NKLEs on a more representative basis than at present and appoint to each a full-time officer, to be responsible for the day-to-day work of the committee.

(d) The Ministry should appoint such other full- and part-time staff as is required, and arrange for adequate training facilities.

(e) The Ministry should initiate a building programme in order that there shall be centres specifically constructed, equipped and maintained for adult educational activities. In the first instance, priority should be given to the urban areas In the rural areas more use should be made of community halls in preference to primary school classrooms. Thought should be given to the establishment of four residential centres for adult education.

(f) The Ministry should appoint a Committee for higher adult studies and provide resources to universities and pedagogical institutes for programmes of continuing education.

14. As has been reported, the minister gave verbal general approval to the proposals. In particular it was agreed that when the reorganization of the Ministry takes place adult education should be raised to the status of directorate under the control of a director and that the staff should be increased along the lines of the proposals made by the expert. New legislation was to be prepared for adult education which would incorporate proposals (b), (c), (d) and (f) above, though not necessarily in precisely the form suggested by the expert.

15. In October, 1973, the new deputy minister responsible for adult education, called a meeting of the National Committee for Adult Education at which the 1972 proposals, together with the subsequent draft legislation, received endorsement in general and new regulations, to be enforced immediately, for the management of adult education centres and the remuneration of staff were approved. These regulations are broadly in line with the 1972 proposals, and where they differ, it is in the details. Contained in the new regulations are the following very significant clauses:

Article 2, The Programme of Adult Education Centres

1. The programme of adult education centres, drawn up according to the needs, the interests and the intellectual level of the local population, may contain the following courses and activities to be attended voluntarily by those interested in:

(a) Courses for illiterates above 20 years of age or above 14, if, for those of the latter case, there are no evening schools operating in the area.

(b) Courses on theoretical or practical subjects, particularly on those connected with the problems and needs of everyday life.

(c) Lectures, discussions, public debates.

(d) Educational trips and excursions.

(e) Educational and recreative films.

(f) Television and radio educational programmes.

(h) Other cultural, athletic and recreative activities.

2. The programme shall be drawn up by the director of the adult education centre in collaboration with the adult education central committee referred to in article 4 of this regulation. It may be drawn up either once, for the whole year, or piecemeal every two months. Copies of it shall be communicated to the respective supervisor and NELE.

3. The programme shall include activities to be held in the seat of the adult education centre and in its neighbouring communities and hamlets; it contains the following items: place and date of the activity, its subject and the lecturer organizer's full name.

Article 4, The Committee of Adult Education Centres

1. A small committee of 5 to 7 members, called adult education centre committee, shall be established at each adult education centre.

2. This committee which will be composed of a representative of the local community council and other eminent citizens, shall, in collaboration with the director of the centre, draw up the programme of activities and see that the programme is adequately implemented and that the centre, in general, operates efficiently. The chairman of the committee shall be elected by its members.

3. The director of the centre shall participate in the committee as permanent secretary.

4. Membership in the committee shall be honorary.

Article 5, The Operation of Adult Education Centres

1. The adult education centres may operate throughout the year, at any rate not less than six months. The beginning and the end of their yearly operation shall be fixed by the NELE, taking into account the local conditions. The yearly activities should not be less than two a week.

2. Other clauses allow for the possibility of NELE organizing activities, and for private organizations to be registered for the purpose of receiving aid for their educational work. The regulations could not, of course, institute permanent posts in adult education, a matter requiring legislation. Nevertheless, it will be seen that very substantial progress has been made, and this has been supported by a considerable increase in funds. (The figure in Appendix C shows that 16 million drachma was allocated to NELEs in 1973 compare with a figure of about 10 million

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drachma in 1972.) In particular it should be noted that Article 2, quoted above, gives a broad definition to adult education which will permit centres to develop really comprehensive programmes.

16. Progress has been made, but much remains to be done. The following is a summary of the major proposals contained in this report. The first three are of concern to the Government as a whole, namely:-

(a) A statement should be made by the Government on the importance of adult education and that it shall be regarded as an integral part of the educational system of the country (paragraph 42).

(b) That an inter-ministerial council for continuing education, incorporating representatives of non-statutory interests, should be established (paragraph 43).

(c) That sufficient funds will be made available for adult education (paragraph 45), in all its various forms.

Within the Ministry of National Education:

(d) At least 1% of the recurrent budget should be allocated to adult education (paragraph 45).

(e) The National Committee for Adult Education should be reorganized with an increased membership (paragraphs 51-55).

(f) Active encouragement should be given to non-statutory agencies in the development of their adult education programmes (paragraph 53).

(g) An inspectorate for adult education should be established (paragraphs 56-62).

(h) That area conferences should be established (paragraph 60).

(i) That Nomos adult education committees should be reorganized on a more representative basis (paragraphs 63-64).

(j) That permanent posts should be established as adult education officers and centre directors (paragraphs 65, 76).

(k) That centres should be established in the larger places, and that they should provide comprehensive programmes of adult education (paragraph 72)

(l) That centres should be permitted to construct their programmes in two forms "official" and "unofficial" (paragraphs 80-83) and that they should be permitted to raise funds locally in support of their work (paragraph 94).

(m) That appointments in adult education should be open to all and not confined to members of the Ministry of Education (paragraph 77).

(n) That centres should be encouraged to diversify the forms of teaching employed (paragraph 84).

(o) That NELEs should compile lists of people for teaching in adult education (paragraph 89).

(p) That universities should be encouraged to play a greater part in adult education; that a national committee and university committee should be established to supervise such activities; that permanent appointments should be established in universities for adult education (paragraphs 95-99).

(q) That two residential adult education colleges should be established (paragraph 100).

(r) That a building programme should be embarked upon (paragraphs 102-103).

(s) That NELEs should be required to draw up development plans for submission to the National Committee for Adult Education (paragraph 103).

(t) That a national training college be established, and training facilities at various levels be made available (paragraphs 103, 107-110); that one university be encouraged to establish a course on adult education (paragraph 99).

(u) That further publications for adult education should be produced (paragraphs 111-112).

(v) That the greatest use should be made of television and radio (paragraphs 113-115).

(w) That consideration should be given to establishing courses by correspondence (paragraph 116).

(x) That assistance should be given to the provision of a more adequate library service (paragraph 117).

17. Many of these proposals will have to be incorporated in the legislation on adult education. When this is done, the main purpose of the project will have been fulfilled namely the establishment of a sound framework in which adult education can flourish.

III. ADULT EDUCATION - SCOPE AND DEFINITION OF TERMS

18. It seems best, at the outset of this report, to attempt to answer the question, what is adult education, since it is a term which is still shrouded in some mystery. Unfortunately there is no internationally adopted definition of the term, though there is a growing acceptance that adult education embraces all forms of educational activities for those above the age of statutory school attendance except those which are associated with full-time attendance at an educational establishment. It is a part of the wider process of life-long education and includes fundamental, general, vocational, professional, civic, social, cultural and recreative education for "adults" of all ages. Thus its span is very large both in the people served - young and old, men and women, clever and less well endowed - and in the activities which are subsumed under the title of adult education.

19. The writers of the book "Learning to be"(1) have offered the following comments on adult education. "There are many possible definitions of adult education. For a very large number of adults in the world today, it is a substitute for the basic education they missed. For the many individuals who received only a very incomplete education, it is the complement to elementary or professional education. For those whom it helps respond to new demands which their environment makes on them, it is the prolongation of education. It offers further education to those who have already received high-level training. And it is a means of individual development for everybody. One or other of these aspects may be more important

(1) From "Learning to be": the world of education today and tomorrow; by Edgar Faure, Felipe Herrera, Abdul-Razzak Kaddoura, Henri Lopes, Arthur V. Petrovsky, Mayid Rahnema, Frederick Champion Ward. Unesco/Harrap, 1972, Pages 205, 206

in one country than in another, but they all have their validity. Adult education can no longer be limited to rudimentary levels, or confined to 'cultural' education for a minority.

Adult education assumes special importance to the extent that it may be decisive in the success of non-adults school activities. For children's primary education - a primordial objective - cannot be dissociated from their parents' educational levels. The rising generations cannot be properly trained in an illiterate environment. Since the development of education depends on using to the fullest the capacities of all people able to teach or help train others, the number of professional people engaged in working towards educational objectives can only be increased by intensifying adult education. We should never set adult education against the education of children and young people. The concept of global or overall education goes beyond the semblance of contradiction, enabling the two extremes to be enlisted, parallel to each other and at the same time, in the service of common educational objectives, in the broadest sense.

It follows that adult education can no longer be a fringe sector of activity in any society and must be given its own proper place in educational policies and budgets. This means that school and out-of-school, education must be linked firmly together."

20. This broad definition of adult education, whereby it is seen as a response to the educational needs of men and women, has been adopted in this report. These needs will of course vary very greatly between individuals and between communities, and they will be constantly changing. If adult education is a response, it must be changing too as circumstances, attitudes and knowledge evolve. The relative importance of different aspects of adult education will also vary between individuals as well as in time. What is of vital interest to one may be not so to another; a subject may be of vocational concern to one and of purely recreative value to another. It is the duty of the adult educationist to be aware of these varying approaches and interests and to be seeking, in every way possible, to be meeting them.

21. The earlier document contained a detailed description of the different aspects of adult education and this will not now be repeated. It must be emphasized, however, that the mention, later in this report, of a programme of adult education, involves both the consideration of a whole spectrum of activities, and a choice of those which it is possible to meet. The limitation of funds will inevitably mean that not every aspiration can be fulfilled and priorities undoubtedly will have to be established. It is imperative, however, that all the choices should be comprehended before decisions are reached, in order that the adult public can be offered the best service possible, both for the good of the individuals concerned and for society as a whole. For it is now universally accepted that education is a life-long process and that a nation or community can only hope to flourish where its members are afforded every encouragement to continue throughout life with their growth both as social and economic beings. The acceptance of this in Greece lies behind the request of the Government to Unesco for assistance with the development of adult education.

22. One matter which should be raised at the outset is that of terminology. Throughout this document the term "adult education" is used, as in the original request to Unesco. In the English-speaking world this term is increasingly being replaced by "continuing education" - which is more expressive and vital. However, the term which will be used in Greece will be one appropriate to the country and the language, and there seemed little point, therefore, in changing

terminology in the English version of this report. It should be a matter of early discussion to find the best term to be applied.

IV. THE PRESENT SYSTEM IN GREECE

23. It is difficult to refer to a "system" of adult education, for it gives the impression that this branch of education can be tidied up and presented as a unified whole, in much the same way as is possible with other branches of education. As was stated in the preceding section, adult education means different things to different people; the activities embraced by the term are as diverse as are human interests themselves. Consequently adult education is too large and comprehensive to be the sole preserve of one providing agency. Rather, it is a concern of many different agencies, governmental and non-governmental, thus marking it out to be quite distinct from other branches of education.

24. The principal agencies of adult education in Greece are those associated with government, of which the Ministries of Education, Agriculture, Labour and Culture are perhaps the most important, though no department of government is wholly without some interest in adult education. And to these are added the multitude of non-statutory agencies, embracing local government authorities, employer and employee organizations, the church and voluntary community organizations, in all their wide diversity. There is no branch of education which encompasses so many providing agencies, and in this respect Greece is no exception.

25. With such a spread of providers it is difficult to obtain an over-view of adult education. No machinery exists, at the national level, of bringing the various agencies together even on a purely consultative basis, and consequently there is no means of discovering from one source a full picture of adult education in Greece. Rather it is a matter of piecing together the parts of the jigsaw.

26. The three largest providers would appear to be the Ministries of Education, Agriculture and Labour. The last named provides apprentice training schemes, institutions for accelerated training, and other opportunities for technical training. The ministry of Agriculture has a flourishing extension department, concerned with agricultural and home economics education of men and women in the rural areas. This work has prompted the establishment of residential agricultural colleges for adults, providing a variety of short-term courses according to the needs of the agricultural industry and the local communities concerned, as well as extension activities in small towns and villages involving "club" meetings for adults and youths. The extension department has several hundred full-time staff.

27. The Ministry of Education maintains a section of adult education at the Ministry. This section, which is part of the division of primary education, consists of two permanent members of staff and eight teachers on secondment. Two of these teachers have been recruited from secondary education, and the remainder from primary. The work of the section is to supervise the adult education centres, of which there were 953 in 1970-1971, and adult (primary) night schools numbering 335 in 1970-1971. Sometimes centres and night schools are organized jointly, but these are the exception rather than the rule. The centres are places providing a programme of general cultural adult education. They do not have special accommodation of their own, but make use of schools (usually primary schools) and community centres. Centres are controlled by part-time directors who generally are primary school teachers undertaking this work as an extra responsibility, for which they are paid a small fee. More details of the centres and the night schools will be given later.

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These are thus three principal agents of government involved in adult education, namely the Ministries of Education, Agriculture and Labour. To these, however, must be added other departments of government which have significant rôles to play. Amongst these are the Ministry of Defence, concerned with the continuing education of soldiers, sailors and airmen, the Ministry of the Interior, with responsibilities for the police and also for the encouragement of sport and other recreative physical activities. There is also the Ministry of Health, concerned with aspects of health education.

28. Another department of government which is potentially of very great significance in adult education is the comparatively newly created Ministry of Culture and Science. This Ministry has as one of its objectives the establishment of cultural centres in the principal towns of Greece, together with responsibility for the library service. Both these activities are clearly forms of adult education. The proposed cultural centres will be places providing the community with educational activities of great variety, with special emphasis on the arts. The connexion between such work and that being undertaken through the Ministry of Education adult education centres is obvious, and the need to be planning the two together, as one operation, is highly desirable if only on grounds of economy. Cultural centres are places where the whole community can find intellectual sustenance of differing kinds, This, too, is what an adult edcuation centre seeks to do. It would seem therefore, to be prudent for both to be planned together, and for the facilities needed for an improved library service to be taken into consideration at the same time.

29. To these statutory providers must be added a long list of non-statutory agencies. Voluntary community activities have developed according to the needs and wishes of the people, and there are thus a great many local, regional and national organizations offering their members educational opportunities. Amongst the most important of these are the Church, employer and employee organizations, the Y.W.C.A. and the Y.M.C.A., private institutions, and the semi-governmental organization known as the National Foundation, which offers "community development" activities in the rural areas. Finally, and by no means least, there are the local municipal and rural authorities. These bodies may not only be providers of programmes in adult education but also they often make available buildings in which educational activities take place.

Adult Education Provided by the Ministry of Education

30. It has already been stated that the Ministry of Education maintains a small central staff concerned with adult education as part of the division of primary schools, and within the department of general education. There is a National Committee for Adult Education (KELE) which meets at infrequent intervals and acts as an advisory body to the minister. Decisions of KELE have to be ratified by the minister, but since a deputy minister is chairman of KELE it is unlikely that decisions reached in the committee will be reversed.

31. The central staff deals with administrative business and also is a means whereby ideas and innovations are passed on to the various providers. This is done through circulars, training seminars and publications. There is also a small (but growing) collection of films in the Ministry which are available for loan to centres.

32. The main executive agents for the Ministry are the Nomos Adult Education Committees. A Nomos is the administrative unit into which the country is divided. There are 51 Nomos with the Nomos of Attica being subdivided into four sub-Nomos.

33. The Nomos Adult Education Committee (NELE) is responsible for carrying out the policy laid down by the Ministry and KELE. It receives funds direct from the Treasury for this purpose, the size of grant being commensurate with the work being undertaken (see Appendix C). NELEs meet three or four times a year and devote most of their time to their administrative responsibilities. Under present arrangements, NELE has the duty of approving, in advance, the programme of the centres and also on deciding the amount of remuneration to be paid to teachers and staff. NELE decides where centres will operate, and whether or not a particular centre will continue to function from one year to another. This has, in some cases, introduced an undesirable element of impermanence in the system. In part the need for such action has arisen as a result of the policy which appears to have been persued in recent years of encouraging the rapid growth of centres. This is a laudable attitude, but concentration on quantity rather than quality has resulted in weak centres being opened, and many of these are of an ephemeral nature.

34. The NELE is responsible for the proper running of the centres and night schools under its jurisdiction. Each are governed by different laws and are run separately. Part-time directors are appointed, and in the case of centres the members of local committees (where they exist) are approved. Inspection of the work is entrusted to the inspectorate, the work falling mainly to the primary school inspectors since most of the directors are primary school teachers.

35. The night schools provide a modified form of primary syllabus. The schools were originally set up to help overcome the problem of illiteracy. Though there are still many illiterate people in Greece (the official literacy rate is given as 88.2%), the majority are in the upper age range and live in rural communities. The work of the night schools is thus more directed to providing a second chance for those who have not completed their primary education than to giving initial instruction to illiterates in reading and writing, though this is included. The students at the night schools are mostly people between the ages of 14 and 18 who are required by law to attend classes until they have either passed the Primary Leaving Examination, or have reached the age of 18. People over 18 may attend night schools on a voluntary basis, though by a new law passed in 1973 adults may present themselves for examination without formal attendance at a school.

36. The secondary school division of the Ministry of Education supervises the few adult secondary night schools which exist (Appendix E). It will be seen that the distribution of these schools is very uneven. Clearly this is a matter which requires urgent examination to which reference is made in the next section of this report.

37. Just as the night schools tend to be in urban areas, the centres are concentrated amongst the rural communities. Centres are not places, but rather localities in which general cultural programmes for adults are held, usually in the primary school or community centre. Centres are controlled by directors who in some cases have a local committee to advise them. At the time of writing a centre programme has to be approved by NELE, but reference will be made later to changes which are likely to be made on this matter. Activities take place between October and May on a specified number of evenings each week.

38. The subjects studied in centres vary according to local interests and the availability of speakers. The programmes consist almost exclusively of lectures, usually unconnected with subsequent activities, and sometimes films are shown. Appendix D, taken from the latest annual report, shows the range of subjects on which lectures were given in centres.

39. Statistics of attendance do not give an indication of the numbers involved in adult education, since the same person will be recorded on several occasions. In the villages meetings seem to be quite well attended though how far this is a measure of the comparative lack of competing attractions rather than a reflection of genuine interest is hard to assess. The advent of television has certainly had its effect on attendances, but competition of this kind is healthy if it causes adult educationists to think afresh about the programmes they are offering.

40. This is a generalized account of the work being undertaken by the Ministry of Education. It has its shortcomings, but at the same time it must be stated that it is a system which is undoubtedly doing good, that it is more highly advanced than is to be found in some other countries, and that it provides a framework on which to build an expanded and improved service.

V. PROPOSED NEW DEVELOPMENTS

41. In October 1972, proposals were made for the reorganization of those aspects of adult education which are the responsibility of the Ministry of Education. Since this reorganization involved increasing the funds for adult education from the existing 0.1% of the Ministry budget to 1%, it was proposed that this should be done in four stages, namely during the first year of development to 0.4%, then to 0.6% and 0.8% and finally 1%. Thereafter, the allocation for adult education ought not to fall below 1% of the recurrent budget of the Ministry of Education. This report must necessarily repeat some of the material of this former document. Since its presentation, however, there have been important developments and the main purpose of this document is to link these with the earlier proposals and suggest further action which might be considered to ensure the continuing improvement in the service to the people of Greece which is offered by the Ministry of Education.

Three Tenets for Development

42. In the 1972 proposals, three tenets were propounded which need to be accepted and on which the whole development of adult education depends. In view of their significance no apology is tendered for repeating them here. The first of these is the acceptance by all responsible agents in the community of the crucial importance of adult education. A good deal of lip-service is already paid to it, but this is not enough. There now needs to be from the highest authority an unequivocal statement that the provision of vocational, professional, general, social, cultural and recreational educational facilities for all men and women desirous of continuing with their development is regarded as essential, and that such activities will be viewed as an integral part of the educational system of the country. That is to say, education will not be thought of as an activity for a few or confined to those in specified age groups but rather that it will be available for all, according to their needs, abilities and interests, and that it will be treated as a continuing process throughout life. In the absence of such a statement a view which is held in some quarters that adult education is a frill may continue to be voiced, and consequently may continue to be relegated to a position of low priority.

Council for Continuing Education

43. The second essential prerequisite is the establishment, at the highest level possible, of an inter-ministerial council for continuing education. Such a council should not only include representatives of all the branches of government

(including local government) which are concerned, but also the principal non-statutory agencies such as voluntary community organizations, employer and employee organizations, the public corporations controlling radio and television and the National Foundation. This council will have the responsibility of watching over and encouraging the total development of adult education, ensuring that where possible there is mutual co-operation between the agencies, and that waste of human and other resources through duplication of effort is kept to the minimum. This council will be the national mouthpiece for adult education locating new needs and challenges, and directing attention towards their solution. Whether such a council should be wholly consultative or whether it should be given some executive responsibilities is a matter to be determined. If the former it no doubt will be possible for all the members of the council to share equal voting rights; if the latter there will have to be some arrangement whereby ministerial prerogatives are not infringed.

44. The council will wish to consider matters of a specialist or technical nature which are the concern of the members. Examples of such subjects are the use of radio and television for educational purposes, the buildings and other material resources required, the training of personnel, and the publication of books and pamphlets. Such matters will no doubt necessitate the formation of ad hoc specialist committees which would report from time to time to the council.

Financial Support

45. The third preliminary tenet refers to all branches of government, but, for the purposes of this report particularly to the Ministry of Education. It is simply that adult education must be supported not only by verbal commendation but also with the resources which are needed to undertake the work. It will be a responsibility of the council for continuing education to draw attention to this very basic, but all too often disregarded, fact. Within the Ministry of Education the 1972 proposals propounded an increase in the allocation of recurrent funds from the present 0.1% rising over four years to 1%. The allocation of these funds will be examined in a later section of this report.

Deveopments in the Ministry of Education
Directorate of Adult Education

46. In the original proposals it was urged that adult education should be given the status of an independent department under the control of a director. The department should consist of three sections, namely programme and studies, administration and services. The staff of the department should be increased to fifteen senior members and at least four secretaries. It is understood that these proposals have been generally accepted and that when the reorganization of the Ministry as a whole takes place an independent directorate of adult education will be established. One important result of this will be that both the primary and secondary adult night schools will be under one control, and can be jointly planned within the framework of adult education.

47. It will be helpful to repeat, briefly, the proposed stages of expansion for the department. Clearly the first essential is the appointment of the director. Though at the moment adult education does not appear as a large commitment of the Ministry, if developments in other countries are any guide it will certainly be one in the future. The post of director is thus one which will increase in prestige.

48. In the proposals it was suggested that the department should have a deputy director. Adult education is a complicated sector of education as was indicated in the opening section of this report. It is imperative that those who are involved in its central direction should take every opportunity of meeting the "consumers", the men and women actually engaged in adult education. Without such direct contact administrators are apt to lose the real "feel", and misunderstand or perhaps be ignorant of the needs and aspirations of the people. The director of the department should be able to spend at least one week in four in the country, and he will most certainly need to have a competent deputy who can stand in for him/her during periods of absence.

49. The progressive build-up of the department over three years could be as follows:

	1st	2nd	3rd
	Director	Deputy Director	
Programme/Studies	1. Programme 1. Training 1. Mass media	2. Programme	1. Programme
Administration	2. Administrative	1. Administrative	1. Administrative
Services	1. Publications 1. Equipment		1. Publications
Secretarial	2. Secretaries	1. Secretary	1. Secretary
Additions for Year	10	5	4
Total	10	15	19

The duties of the members of the Department would be as follows:

Programme staff:	The development of educational opportunities of all kinds for adults.
	Research and evalution
	Liasion with voluntary organizations
	Conferences
	Assistance with training seminars
Training	Training of personnel
Mass media	Specialist in the educational use of radio and television
Administration	Administration
	Finance
	Statistics
Publications	The production and distribution of printed material
Equipment	The use of teaching aids
	Assistance with training seminars

The Administrative Structure

50. The overall administrative structure for adult education was described in the previous section of this report. It is suggested that this should remain basically the same, the changes advocated being in the composition and working of each part and not in any revision of the structure as a whole. There will be introduced one new feature, however, in the education areas. Appendix F shows the structure diagramatically.

National Committee for Adult Education

51. The National Committee for Adult Education (KELE) is an advisory committee to the minister, and keeps the work of the department under review. It consists of seven members, namely

1. the minister (president), with the deputy minister and secretary-general deputizing for him when necessary
2. member of the Highest Council for Education
3. representative of the Association of Municipalities
4. representative of private organizations
5. representative of Ministry of Agriculture
6. a bishop of the Holy Synod
7. head of the adult education service

The Archbishop of Athens is the Honorary President of the committee.

52. A central committee is required to formulate the overall policy which the Ministry is going to adopt in adult education, and to ensure that no unnecessary obstructions are placed in the way of implementing it. The committee would also determine such matters as the scale of fees for staff engaged part-time in adult education and the registeration of and grants payable to national non-statutory agencies. For both of these it is essential that there should be an agreed national approach.

53. The Ministry of Education should take an active rôle in encouraging the fullest participation of non-statutory agencies in adult education. Voluntary community organizations, the Church, trade unions, employees' organizations, and co-operatives are providing various forms of adult education at very little expense to the taxpayer, and with some support could often do much more. Indeed, small grants to such bodies usually pay high dividends. Furthermore, as education is seen to be a life-long, continuing process it is essential that those responsible for its administration should be forging new links with the community as a whole. Decisions taken are more likely then to be in harmony with the needs and aspirations of the people and there will be generated a widespreal feeling of commitment to education. This process whereby Ministry and community enter into a new relationship with each other has repercussions for the whole of education; one starting-point is through the Ministry actively supporting the work of non-statutory organizations in adult education.

54. For this to take place there must be an authoritative national body providing the lead. If the Council for Continuing Education has been established, that is clearly the forum where such ideas will be aired and policy formulated. It would then be left to the Ministry of Education to implement those aspects which were appropriate to it, and in particular giving support to the voluntary community organizations. In the absence of such a council, the Ministry should take the lead in forging community links, and KELE is one obvious way of doing it. The composition of KELE will clearly be affected by whether a higher inter-ministerial council is in being or not. If it is, KELE can more safely remain a smaller body, though consideration should be given to expanding its present membership. It would be advisable to include ex-officio, the heads of the main

departments of the Ministry, since each will wish to be involved when certain aspects of adult education are under consideration; it would be sensible also to make places for one or two of the proposed inspectors in adult education, especially those who are working in regions away from Attica.

55. If no inter-ministerial council has been formed, KELE should have a greatly increased membership, in order that all the main interests of adult education are represented; it would, indeed, be an embryo council, and its membership might have to be reconsidered and reduced if and when a council is established. It is, however, better for the committee to be too large than too small. Of course it must not be unwieldy, but rather than miss out an important interest it is better to expand the committee by one or two places. Within reason, size does not undermine flexibility, and in any case KELE would have the right to appoint a small executive group from its own members to deal with urgent business should it arise.

Inspectorate

56. The proposal that there should be established an inspectorate for adult education has been criticized in some quarters, and arguments for this suggestion need to be repeated. It must be said very emphatically that the proposal in no way implies criticism of the way in which the secondary and primary inspectors are undertaking their duties. Far from this, as adult education expands there will be increasing demands on the present inspectors, in addition to the work to be carried out by the adult education inspectors themselves.

57. Adult education is a distinctive aspect of education. It is part of the whole but it has its own characteristics, its own special problems and its own methods of working. The arguments for a professionally trained inspectorate in secondary and primary education apply with equal force to adult education. If it has been found desirable to separate secondary and primary work, it is lacking in logic to deny that adult education also needs special supervision. Furthermore, it is important to create a career structure in adult education, so that those who join the service can feel confident that it is worth investing their lives in this branch of education with the possibility of promotion to the top.

58. It is proposed that in the first place, over the initial development period, one inspector should be appointed to each of the education areas. He/she would be the general adviser on adult education to the Nomos adult education committees as well as to the other agencies of adult education operating in the area.

59. The essential work of the adult education inspectors would be as advisers to the NELEs and to the other agencies of adult education working in the area. As an animateur, the inspector would be able to encourage new developments and assist in the initial stages of their implementation. A special task would be arranging area training courses in association with the training officer at the Ministry and the NELEs. Administrative tasks should be kept to the minimum; for the present these will continue to be performed by the existing inspectorate, though in time it will be necessary to appoint Nomos adult education inspectors.

Education Areas

60. Some have suggested that in each area there should be an area adult education committee. In the proposals of the expert, that was not advised since it seemed unnecessary to introduce an additional administrative layer between the Ministry and the principal executive agent, the NELE. At the same time it is

recognized that there is a need for some kind of machinery in the area, since there are certain activities which may be better organized on this basis. The best example of this is the training of personnel where it might be more satisfactory for several NELEs to combine together, rather than each one set up a training programme of its own. Another example would be the organization of a library service. There is also the desirablility of having at this level a committee to consider who should be proposed for awards of merit.

61. Instead of a formal committee which might find itself with too little real work to do, and which at worst could impede things by acting as a barrier between Ministry and NELE, consideration should be given to holding an annual area conference at which a specified number (5, 10, 15 etc.) of places should be allocated to each NELE. The conference could be arranged by the area inspector, and it would give him/her a chance of reviewing the work of the year. The conference might meet for two or three days, thus providing an opportunity for discussion in some depth, a luxury which can seldom be indulged in at short, formal committee meetings. The awards of merit could also be considered at the same time.

62. If, however, it is decided to appoint a formal committee in each area, it is suggested that its basis of composition should be representation from each NELE.

Nomos Adult Education Committee

63. The principal executive agent of the Ministry of Education is the Nomos Adult Education Committee. This committee is the essential link between Ministry and people - the "consumers" for whom the whole operation exists. NELE thus needs to be in active communication with both - and, of course, communication includes "listening" as well as "speaking". The work of NELE was described in some detail in the earlier proposals. In brief it has four main tasks; to be the administrative agent for the Ministry; to co-ordinate, as far as is possible, the work of the various providing agencies; to provide certain activities and to be an initiator of ideas. To fulfil these duties it is essential that NELE should be a truly representative body, and that it should have a full-time staff capable of translating the decisions reached into application.

64. It is always tempting to try to make committees as small as possible in the hope that this will promote greater efficiency; it has been said that the best committees are those of only one person! Certainly the aim should be to cut out unnecessary numbers. At present NELEs consist of seven members, with the bishop of the diocese as an honorary president.

The members are:

The Nomarch.
Representative of municipality.
Head of welfare services
Head of primary education service.
Head of secondary education service.
Head of agricultural service.
Representative of voluntary organizations.

If NELE is to be able to fulfil its co-ordinating and initiating roles, it is essential that its membership should be expanded so that it is competent to take under review the total development of adult education in the Nomos. All interests

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should be represented. First, it would be wise to increase the number of representatives of the non-statutory interests in the Nomos, bringing in employer and employee associations as well as voluntary community organizations. NELE would be further strengthened if it included people who are actively involved in adult education as local committee members and participants in courses. The machinery of electing or selecting such people may be difficult but it is important that it should be done if ordinary members of the community are to feel that they are taking part in framing policy. The area inspector should also sit on each NELE in his/her area and as will be discussed later in the report, there should be a representative of the universities. In all this probably means that NELE will consist of about sixteen to eighteen members, and it should be empowered to appoint a small executive committee to carry on the day-to-day business in between main meetings.

Nomos Adult Education Officers

65. The second essential is that NELE should have full-time staff engaged in adult education. As a start it is suggested that over the initial four years of development, appointments should be allocated to allow each NELE to be serviced by one full-time officer of grades 3 to 6 and a competent secretary for the routine office work. This proposal, which was contained in the earlier proposals, has been labelled by some as being a "luxury". This comment seems to do less than justice to the adult members of the community. No other branch of education is expected to operate without some full-time, permanent, executive and administrative staff; this being so, why should adult education be made an exception? The services of two people in each Nomos represents the minimum that is needed if the work is to be executed effectively.

66. The adult education officer would be the chief executive of NELE. He/she would be responsible for carrying out the decisions of the committee, and also of ensuring that the committee is kept informed of, and has the opportunity of discussing, all matters relating to adult education in the Nomos.

Adult Education Office

67. The adult education office should become a focal point in the Nomos for those wishing to obtain information and advice. It would be important to find a suitable central location for it, presumably in the capital city of the Nomos. It could be situated in the same building as other education offices, or alternatively as an annexe to the principal adult education centre in the city or as part of the city library, if one exists. The point to bear in mind is that the office should be in a convenient situation, easy of access to the largest number of people.

68. The adult education officer will be responsible for a small "pool" of equipment, which will be available for use in centres and other recognized places of adult education, together with films, filmstrips, slides, etc. which the Nomos has on loan from the Ministry for a period, as well as supplies of current literature on adult education. Since some publications, such as a local newsletter and material for seminars, will be produced locally, the office should be equipped with a duplicating machine.

Nomos Inspectors

69. It has been suggested that in each education area there should be an adult education inspector. As adult education develops it will be necessary to appoint an inspector in each Nomos who has had special professional training in adult education. This step can be postponed for a few years, but it should be

kept in mind so that additional places on the inspectorate have been sanctioned and are available as required. For the immediate future, two of the existing inspectors should be designated for this work, and their duties in adult education recognized as part of their official schedule of work. The Ministry of Education should arrange an annual seminar of about a week's duration for these inspectors to ensure that they are kept abreast of developments and know of any changes in policy.

Activities in the Nomos

70. Adult educational activities should be encouraged in every way possible to meet the diversity of interests and needs of the men and women in the community. Much of this will be provided by agencies other than the Ministry of Education such as other branches of government, and private institutions. It is important that all these providers should be encouraged to be making their fullest contribution, NELE acting as the means whereby unnecessary duplication is avoided and co-operation fostered wherever practicable. The adult education officer will be aware of all these activities, giving assistance whenever possible. In particular, the officer will be especially concerned with the work which is directly the responsibility of the Ministry of Education and that which is being performed under the aegis of private institutions.

71. The former will develop in two ways. There will be activities which will be initiated by and through the adult education centres, to be considered below; there will also be some activities which NELE originates and executes.

Adult Education Centres

72. Adult education centres and night schools already exist throughout Greece. It was noted earlier that the centres occur mainly in rural areas, the night schools in the towns. Both centre and night schools have developed according to local demand though the former have often been very ephemeral institutions, existing for perhaps no more than a year or so in a village and then being closed to allow another place to enjoy similar facilities. Whilst the present system has merits - and it has certainly provided Greece with a structure in which adult education has been able to get established - it is suggested that the time has come for complete reorganization if the people are to be given the kind of service they need and can reasonably expect to have. It is proposed that each NELE should be required, during a specified period, to draw up a development programme for adult education, within stated budgetary limitations and according to the following principles:-

1. Adult education centres should be established to provide balanced and complete programmes of adult education according to the needs and wishes of the community being served. That is, the centres would combine the work of the present centres and night schools (at all levels), together with such new developments as are deemed desirable.

2. Centres will be established in the capital city of the Nomos and in such other sizeable places as is possible, within the limitations of the budget. Consideration will be given to the spread of the centres, though this may not always be practicable, since allowance has also to be made for the distribution of population.

3. Centres will develop "satellite centres" in neighbourhoods and villages according to demand and the ability of communities to sustain programmes.

4. As "satellite centres" develop in stature they may be raised to being full centres.

The staff and buildings required will be discussed later; the general structure envisaged is shown in Appendix G.

73. NELEs will need advice from the National Committee over the policy to be adopted with regard to the number of centres to be established. If the proposals in paragraph 72 are adopted the result initially will be that there may not be more than perhaps three, four or five centres in each Nomos (Attica and Thessaloniki excepted), though this number will steadily increase. A centre will be a permanent institution and it would only be in the most exceptional circumstances that one would be closed. Centres would develop "satellites", and these would more closely resemble the existing centres, since they would be established as required and many might be of a temporary character, though the majority would be permanent fixtures. The decision to sanction the establishment of centres and satellites, would rest with NELE, within the overall policy laid down by the Ministry. In reaching this decision, a NELE would be well advised to seek the opinions of people in the community concerned.

Athens/Piraeus and Thessaloniki

74. In Athens/Piraeus much the same kind of structure will be developed with the centres being located in strategic places throughout the conurbation, together with such satellites as are necessary. In Thessaloniki it will also be necessary to establish more than one centre in the city.

Centre Committees

75. The first report referred in some detail to the need for centres to be felt to be a part of the community served and of the necessity, therefore, for representative centre committees to be established for their control. Article 4 of the revised regulations requires centres to constitute such committes, which should be given as much authority as is possible, consistent with the need to ensure the proper use of public funds.

Centre Directors

76. Centres must also be adequately staffed. The long-term aim should be to appoint a permanent, full-time director in each centre; as a start, over the development period, 65 full-time directors should be appointed on the basis of one to each Nomos and additionally 10 more in Athens/Piraeus and 3 more in Thessaloniki. The training of these directors will be discussed in a subsequent section.

77. At present directors of centres are almost exclusively chosen from teachers, mostly at the primary level. There should, of course, be a close connexion between school and adult education, but at the same time adult education should be allowed to develop independently. Suitable men and women to be directors of centres will be found in many walks of life; some, most certainly, will be teachers, drawn from all levels of the teaching profession; but there will be others who may have an equal claim for appointment to this position; people who by their interests and knowledge are able to bring to the work special gifts. It is realized that enabling such people to join the adult education service may present administrative difficulties, but it should not be beyond the wit of man to devise ways around such problems, especially if the good of the "consumers", the adult public, is made the paramount aim.

78. Full-time directors will be needed at various levels of seniority, according to the nature of the centre. It is suggested that the appointments should be within the grades 2 to 6.

79. For the time being most centres will be staffed by part-time directors. The majority of these will continue to be recruited from the education service though as with the full-time staff this ought not to be an unbending rule. Whoever is appointed it is essential that he/she should commence work well before the start of the season in September; it is also important that there should be some degree of permanence to the appointment and it is suggested that part-time directors should normally serve for periods of three years and be eligible for reappointment. Part-time directors will need some initial training and they must also be adequately remunerated for their work. Anything less would be unreasonable. The scale of fees is a matter which is best settled by the National Committee for Adult Education.

Centre Programmes

80. Centres will provide as comprehensive a programme of activities as is required and as is practicable. It will be the responsibility of the director and the centre committee to formulate the programme in the light of the needs of the community. There should be an annual meeting, probably in April or May, for the presentation of a report on the past year and to consider ideas for the programme of the ensuing year. Centres should be encouraged to make a long-term programme covering the whole year (September to August), as is now sanctioned in the new regulations, and detailed programmes, for the three periods of "Autumn to Christmas", "New Year to Easter" and "Summer". Each of these should be settled at least two months in advance - though allowance should also be made for last-minute additions to meet particular circumstances.

81. It is suggested that a centre should compile its programme in two forms. There will be the "official" programme, these will be activities which have been approved by NELE and will receive a subsidy to cover the cost of the leader or teacher, and other expenses such as the hire of films and equipment. Since these activities are publicly supported, they can be offered to the public at negligible charge, or at no charge at all. The time and place of such activities must be duly registered and be open to inspection by the inspectorate.

82. A part of the official programme will be concerned with formal instruction for those who, by law, must attend to complete their primary courses and those who voluntarily wish to study at primary or secondary levels. (As the numbers attending secondary schools increase there will develop a demand for evening courses at university level.) This is work which will have to be carefully regulated by NELE. It will also be desirable for the Ministry of Education to examine the content of the courses being offered to the adult public and to make such modifications as are necessary so that they are relevant and meeting the real needs of the students.

83. A centre ought also to have the right, should it wish to do so, of arranging "unofficial" activities - that is, activities which are not subsidized by NELE and which must, therefore, generate sufficient funds to sustain themselves. The size of the unofficial programme will probably vary according to the location of the centre. For example, a city centre may well wish to arrange activities for particular groups of people in the community who can well afford to meet the costs and which should not be a drain on the taxpayer. Very often work of this kind will be vocational in character, examples being training courses for managers, study groups for professional people, and industrial relations training for

employers and employees. At the same time it must be emphasized that every centre should have as full and comprehensive an official programme as possible, and it should be a duty of NELE to ensure that this is so. It is essential that adult education should be for everyone, and the official subsidized programme will ensure that this is so.

84. A report of this kind is not the place to enter into a discussion on teaching methods. It must, however, be commented that at present centre programmes seem to be focused on the provision of lectures, almost to the exclusion of any other kind of activity. It is hoped that this will change, so that the emphasis will be placed on participatory activities, in which both "learner" and "teacher" make their rightful contribution. At the same time less reliance on the single, isolated, lecture should give way to continuing teaching situations. As centre programmes are broadened this change will inevitably take place through the inclusion of activities which necessitate courses running over a period of time. But in the existing programmes of centres it would be possible to incorporate activities involving short series of meetings, and these will encourage study in depth of subjects rather than the somewhat superficial approach commonly adopted at present.

85. In a subsequent part of this report consideration will be given to three matters concerned with teaching-learning situations, namely the use of television and radio, correspondence education and the provision of books.

NELE Programmes

86. In addition to the programme of the centres a NELE may wish to arrange activities of its own. Some of these may be in areas remote from centres or satellites; some may be in experimental areas, to sound out the likely public response to adult educational activities. But there will also be some activites which are best arranged by NELE for the benefit of the whole Nomos. Examples of these would be group tours, recreational activities and exhibitons of various kinds.

Local Authorities and Community Organizations

87. It has already been stressed that adult educational activities will not only be arranged by the statutory providers, but also by local authorities and by a host of voluntary community organizations and interested individuals. Local authorities may wish to arrange activities themselves; probably, however, the best help they can give is by making suitable sites available for centres. The active support of the mayor and council is also invaluable in demonstrating that the centre is regarded as an important institution in the community.

88. NELE should give such help as is possible to local voluntary community organizations and to private individuals desirous of initiating adult educational activities. The new regulations make provision for this. Where centres have premises of their own they should encourage local community organizations to make use of them, if they wish, at no more than a nominal charge.

Programme Staff

89. All these plans will come to nought unless suitable men and women can be found as teachers and leaders. A distinguishing feature of adult education is its reliance on part-time people to undertake these duties. Unfortunately, too little care is expended on their recruitment and training, with the result that teaching in adult educational activities is often of a very low standard.

90. The majority of those who teach in centres will live fairly close at hand, at any rate in the same Nomos. Consequently the chief recruiting agents will be NELE, through its adult education officer, and centre directors and committee members. Each NELE should compile as comprehensive a list as possible of the people who are available and suitable to teach, and let neighbouring NELEs know of those on the list who are willing to travel further afield. The list should include teachers in all the branches of adult education in which activities will or are likely to be organized. Both vocational and non-vocational subjects should be taken into account, depending on what alternative facilities are available in the locality and what will be expected of the adult education centre. Teachers in general subjects will be required and it is likely that language instructors will be much in demand. At least once a year there should be a seminar on methods of teaching adults, organized by the area inspector, and in time it should be possible for NELEs to include on their lists only those who have received training. Some initial preparation is particularly needed for "night school" teachers and those who are providing instruction for illiterates.

91. Part-time teachers must be adequately remunerated, according to a nationally agreed scale of fees laid down by the National Committee for Adult Education.

"Students"

92. The term student implies that adult education is restricted to formal activities, but of course this is not so. For many aspects "participant" would be a better word. And for much of adult education it must be remembered that it is a voluntary activity on the part of the men and women involved.

93. People will enrol for adult education activities so long as those activities are relevant to their lives and are interesting and are arranged at convenient times and places. It is no good bemoaning the lack of students unless a careful evaluation of the programme offered has been made to see if it is what the people really want and that it is being presented in an efficient manner. It will be inferred from this that centre directors, adult education officers, inspectors and the programme staff at the Ministry must be constantly engaged in examining both successes and failures in a programme, seeking to correct shortcomings and publicize those of particular merit.

94. Whether fees should be charged to "students" is a matter for the National Committee to determine, and the subject is referred to in the new regulations. It has been suggested earlier that not all activities should be treated alike in this respect. For some, fees should be charged. As an essential component in national development however, many activities deserve to be properly subsidized. Furthermore, centres should be permitted to raise funds for their work through holding sales, exhibitions, and other special events.

Higher Adult Studies

95. It is being increasingly accepted throughout the world that universities and other institutions of higher education, have a responsibility towards the wider community in addition to their two historic rôles of teaching their internal students and research and the pursuit of knowledge. What started as a feature found primarily in English-speaking universities is now being adopted and developed by institutions of every linguistic and cultural tradition. In the western world the two best known systems of university extension (adult education) work originated in the United Kingdom and the United States. In the United Kingdom, universities have established "extra-mural" departments which are charged with the responsibility of making the resources of the university

available to the whole community. In the United States extension departments are a feature of most universities, providing evening degree courses for part-time students, professional and other vocational refresher courses, as well as what might be termed general liberal studies. In the United Kingdom much of the work is publicly financed; in the United States possibly the majority of courses are expected to pay for themselves.

96. Generalizations are seldom accurate, but it seems that university adult education is becoming increasingly involved in the professional (vocational) continuing education of those members of the public able to benefit from contact with a university. This work falls into two categories, namely

(a) re-training and refresher courses;

(b) rôle education, that is helping men and women to sustain rôles in society for which their earlier education is an inadequate preparation.

In addition, universities in many countries are actively involved in providing higher level training courses in adult education, in pursuing research into this field of education, and in promoting cultural and social educational programmes.

97. Some members of the universities of Greece are already doing work of this kind and their contribution is warmly appreciated. But there is a need for the universities, as institutions, to recognize that this is a proper official activity to be engaged upon. Consequently, it is suggested that the Ministry of Education should establish a committee for higher adult studies, this body to include representatives of the universities, together with the director of the department of adult education. A first task of this body would be to define in broad terms the fields of activity to be delegated to these institutions, together with the resources needed for such work. The committee should be serviced by a full-time officer.

98. It is further suggested that there should be established committees for adult education at each of the universities. These committees would be required to carry out the policy laid down by their parent institutions and by the national committee. They should also co-operate with NELEs in the region.

99. Some of the activities arranged by a university committee will be local and regional, that is for people living in that area. Other activities will be national and international in character, according to the particular interest and specializations of the parent institutions. It is hoped that one university will commence as soon as possible to make provision for the study of adult education. Each committee should be able to make two full-time appointments (a director and an assistant), these appointments to be regarded as having the status of university appointments.

Residential Colleges

100. The great bulk of adult educational activites are non-residential. Having said this, however, it is recognized that there are some activities which are more effectively undertaken in a residential institution, where people can be brought together for a limited period of time (week-end, week, fortnight) in order to study more intensively than is possible in the usual "class" or "group" situations. It is suggested that a modest start should be made for providing facilities of this kind and that during the initial development period two such institutions should be established, one in the north and the other in the south. Each college should be controlled by a board of management which would include representatives of NELEs of universities and also some "national" personalities with differing interests. The colleges would be managed by an academic director.

101. At the same time, the fullest use should be made of existing residential educational institutions. The Ministry of Agriculture controls several residential colleges for farmer-training, and it is hoped that ways may be found whereby these excellent premises could be used for different educational activites, when not needed for their primary function. There are also other residential institutions which could be used. and the department at the Ministry should maintain a list of such premises and make this information available to NELEs.

Buildings

102. The fact that some adult education can take place in "borrowed" premises - that is buildings not specifically or exclusively built for adult education - ought not to be used as an excuse for failing to provide any premises at all. Certain buildings are required, especially for many vocational classes, and it is important that the National Committee for Adult Education should consider this matter as soon as possible so that a start can be made on a building programme.

103. The main requirements can be classified as follows:

(a) National A training college for adult educationists. This institution is discussed in the next section of the report.

(b) Area Two residential colleges for adults.

(c) Nomos Each NELE should be required to draw up a development programme, and this will include the buildings and other equipment which are needed. As a start, it is suggested that in each NELE there should be one adult education centre built specifically for the purpose. These centres will vary in size; the big cities will need places with more space than the provincial capitals. The aim might be that over the ensuing 25 years, each Nomos will have one such centre, and in Athens/Piraeus two. If more funds are made available this programme could be substantially increased, especially if other Ministries agree to the joint financing of centres. For the time being most centres will operate in "wings" attached to existing institutions, in rented property adapted for the purpose, or in "borrowed" premises in which there would be no space reserved exclusively for adult education. Such places are community and village halls, and schools. The proposed "wings" should be modest extensions to existing schools (preferably secondary schools), consisting of one or two rooms which are available for adults throughout the day. When the school is not in session, its facilities will also be available for use by adults.

104. It must be stressed again that the provision of premises for adult education should be planned in conjunction with other Ministries, and especially the Ministries of Culture, Agriculture and Labour. Centres may include activities of concern to each of these Ministries, and may also incorporate libraries, and possibly provision for the performing and graphic arts. This implies the closest association between the Ministries of Education and Culture, to ensure that the public is given the best service possible.

105. Each NELE should have a vehicle at its disposal for the transport of equipment.

106. The financial implications of these proposals are outlined in the following section of this report.

Training

107. Training facilities of varying kinds and of differing lengths will be required for the full-time and part-time staff engaged in adult education, as follows:-

Full-time staff

(1) Initial training course of two months duration.

(2) University-level one year course in the theory and practice of adult education.

(3) Refresher courses (one to seven days duration) on aspects of adult education.

Part-time staff

(a) Administrative

(4) Two-week initial training seminar for part-time directors of centres, and for inspectors who are required to assume part-time responsibilities in adult education.

(5) Refresher courses, from one to seven days duration.

(b) Teachers

(6) Short courses, from one to seven days duration, on teaching methods.

108. Many of the courses will be held at the proposed national training college which should be established within reasonable distance of Athens so that the staff at the Ministry could easily assist in the teaching at the courses. The training officer would be the director of the college. The initial training course(1) of two months duration would be held at the college. It would be for all full-time staff employed in adult education who have not obtained a university qualification in adult education. The course would consist of an introduction to the theory and practice of adult education, with particular reference to the needs of Greece. It would be particularly suitable for adult education officers and centre directors, but new staff in the department at the Ministry ought also to attend the course and some places on it should be reserved for members of non-statutory organizations. Probably two intitial courses will be needed each year.

It is essential that there should be a full professional course of training available in Greece, rather than having to depend on facilities in other countries. At best this should be offered in one of the universities (2),the course lasting for one academic year, and attended by those entering the adult education service for whom an advanced course of this kind would be appropriate.

There is much to be said for giving a new entrant six months experience of working "in the field" before embarking on either of these courses. This will not only give him/her some practical knowledge of adult education; it will give the authorities a chance of assessing whether the candidate is suitable for the proposed training.

The refresher courses (3 and 5) need no explanation, except that they will be tailor-made for the group, whether they be inspectors, directors or adult education officers.

The short initiatory course (4) for part-time directors will cover the basic information required for the effective management of a small centre. The introductory course for teachers (6) will provide the essential ideas on how to teach adults.

109. In addition, it is important that all school-teachers during their training should be given some insight into the special contribution of adult education. This is already general practice in the pedagogical academies and there is no need to stress this matter further.

110. It has been repeatedly urged in this report that the Ministry of Education is only one of several agencies involved in adult education. The proposal to establish a national training college for adult education raises this matter again. There would be much to be gained from making this place available for the training of workers in all aspects of adult education, that is in agricultural extension, health education, co-operatives, etc., as well as for staff of the Ministry of Education. If possible, places on training courses should also be allocated to those working in non-statutory organizations. Such joint training is desirable not only on grounds of economy. By working together, the trainees would learn to appreciate the contribution which other agencies are making to adult education and a spirit of co-operation would be generated which they later would carry into their work, to the benefit of all.

Publications

111. A few publications are already available in Greek on aspects of adult education, but many more will be needed as the number of activities increase. In addition to subject texts, there is a need for at least one general book on the theory and practice of adult education which would be used in the training courses.

112. An annual handbook on adult education would serve as a useful directory both for those engaged in education and those members of the public who want to know what facilities are available. An occasional newsletter compiled by staff at the Ministry would help to encourage a feeling of esprit de corps and be a means of disseminating information and new ideas.

Television and Radio

113. A committee has recently been established to promote educational television, and a start has been made with programmes. All that need be said in this report, therefore, is to urge that the fullest use be made of both television and radio. This is particularly important in view of the difficulty which is experienced in the smaller cities and rural areas of finding qualified people to teach in adult education.

114. As soon as possible consideration should be given to the provision of programmes to augment the teaching of general education. At present the need for this is probably greatest at the upper primary and secondary levels, though it is not too soon to begin to give thought to the idea of an "open" university.

115. Centres should be encouraged to make use of radio and television, and to establish "listening" and "viewing" groups. For this to be possible, however, it is essential that advance information of programmes should be available. At best an outline of what is being arranged for the academic year should be sent to centres in the summer. For some programmes special texts may be required.

Correspondence Education

116. For the classes providing primary and secondary courses, consideration should be given not only to using television and radio, but also introducing programmed texts and correspondence courses. The latter is a major undertaking, and

one which deserves a special report by itself, but quite clearly as the demand for "remedial" courses at the secondary level increases it will not be possible to meet it by conventional classroom methods. Since the establishment of a correspondence course unit is an undertaking requiring some length of time, it is suggested that a committee should be set up within the Ministry of Education to examine the feasibility of the idea and to bring forward recommendations.

Libraries

117. The need for a more comprehensive library service in the country is widely recognized and is being actively considered by the Ministry of Culture and Science. It is to be hoped that those responsible for adult education will be given the opportunity of being involved in the planning of the service, since the availability of reading matter is of basic and crucial concern to them.

VI. THE DEVELOPMENT PLAN

Major Decisions of Policy

118. Initially the following major decisions are needed:

(1) By the government as a whole, on the establishment of an inter-ministerial Council for Continuing Education, and on the allocation of responsibilities to the respective Ministries.

(2) By the Ministry of Education on its policy for adult education and on the development of the service. These decisions should then be reflected in comprehensive legislation in order to provide the legal basis for the work and the availability of the necessary places for full-time appointments

Ministry of Education

119. The detailed proposals for the Ministry of Education which are contained in this report cannot be implemented immediately, since it will take time to find and train the staff on which the plan depends. It is suggested that there should be an initial period of phased growth over four years, thus allowing the fifth year for evaluation and the planning of continuing development. It is important to regard the first four years as an initial stage, and that allowance should be made for annual expansion of the service as needs and circumstances permit.

120. The development plan is based on the proposition that by the fourth year the Ministry of Education should allocate about 1% of its recurrent budget to adult education, together with an allocation for capital requirements.

121. At the outset there should be the reorganization of the following committees:-

(I) National Committee for Adult Education

(II) Nomos Committees for Adult Education

There should also be the establishment of the following new committees:

(I) Area Committee for Adult Education, if it is decided to include them

(II) Committee for Higher Adult Studies

(III) University Committees for Adult Education.

Centres should be required to set up committees of management.

122. The phased implementation of the plan is shown in the following tables (I to VI).

Total Costs of Development Plan

123. By the fourth year the total recurrent cost to the Ministry of Education will be about 114,500,000 drachmas, a little over 1.1% of the total budget. If the adult population of Greece is taken as being of the order of 6 million, this expenditure represents about 20 drachma a head, a trifling sum for a branch of education which can make an essential contribution to national development.

Project Extension

124. The UNDP country programme allows for return visits by the expert during the early period of the development plan. Such visits should be timed to take place at critical moments when additional assistance will be most beneficial. Two occasions which would seem to be appropriate are when the "independent" directorate of adult education is being inaugurated, and for the opening initial training course at the National Training College.

TABLE I. PHASED IMPLEMENTATION OF PLAN: FULL-TIME STAFF, BUILDINGS, VEHICLES: TO YEAR 10

Year:	FIRST		SECOND		THIRD		FOURTH		Subsequent To Year 10
	New	Total	New	Total	New	Total	New	Total	
istry of Education									
Staff									
Professional	6	8	4	12	3	15	-	15	1 each year
Secretarial	2	2	1	3	1	4	-	4	1 every other year
Buildings									
National Training College	-	-	1	1	-	1	-	1	-
a									
Staff									
Inspectors	2	2	8	10	-	10	-	10	as required
Residential College Directors	-	-	1	1	-	1	1	2	2 additional
Buildings									
Residential Colleges	-	-	1	1	-	1	1	2	2
os									
Staff									
Adult Education Officers	10	10	15	25	15	40	12	52	1 assistant to each NELE
Secretaries	10	10	15	25	15	40	12	52	-
Centre Directors	-	-	20	20	20	40	25	65	1 to each Centre
Buildings									
Offices	10	10	15	25	15	40	12	52	-
New Centres	2	2	2	4	2	6	2	8	2 each year
"Adaptations"	2	2	2	4	2	6	2	8	-
"Wings"	5	5	5	10	5	15	5	20	5 each year
Equipment									
Vehicles	10	10	15	25	15	40	12	52	-
versity									
Staff									
Appointments	5	5	4	9	-	9	-	9	as required

Notes

Ministry of Education

The duties of the staff members is given in paragraph 49.

Area

Two residential colleges to be established.

Nomos

As adult education officers are appointed, suitable permanent adult education offices should be opened. Each full-time officer should have a vehicle.

A building programme of centres (new purpose-built ones, adaptations of existing buildings, and new wings to existing educational institutions) should be drawn up by the National Committee for Adult Education. Emphasis should be on inexpensive "wings", though obviously purpose-built centres are required in the larger cities.

TABLE II

FULL-TIME STAFF REQUIREMENTS

YEAR	1		2		3		4	
	New	Total	New	Total	New	Total	New	Total
a. Ministry of Education								
Professional	6	8	4	12	3	15	-	15
Secretarial	2	2	1	3	1	4	-	4
b. Inspectorate	2	2	8	10	-	10	-	10
c. Residential College Directors	-	-	1	1	-	1	1	2
d NELE								
Officers	10	10	15	25	15	40	12	52
Secretarial	10	10	15	25	15	40	12	52
Centre Directors	-	-	20	20	20	40	25	65
e. Universities	5	5	4	9	-	9	-	9
	35	37	68	105	54	159	50	209

Notes

a. According to proposals in paragraph 49. There are two permanent appointments already in the department.

b. Two inspectors in the first year, and eight further appointments in the second year.

c. Directors of the proposed residential colleges.

d. By the fourth year every NELE should have an officer with a secretary and at least one centre director.

e. In the first year the secretary of the National Committee, and one appointment to each of the four universities. In the second year, four further appointments.

TABLE III

PROPOSED RECURRENT EXPENDITURE ON ADULT EDUCATION (000's drs.)
BY THE MINISTRY OF EDUCATION

YEAR	1	2	3	4
a. National Committee and National Council	100	125	150	200
b. Headquarters staff	1,500	2,000	2,600	2,600
c. Administration	350	600	750	1,000
d. Teaching aids, publications	1,000	1,750	2,500	3,000
e. Training	1,500	5,000	6,000	6,000
f. National programmes	1,000	1,500	2,000	2,500
g. Grants to non-statutory organizations	2,000	2,500	2,750	3,000
h. Grants to NELEs	35,000	55,000	70,000	90,000
i. Higher adult studies	2,500	3,450	3,700	3,700
j. Inspectorate	750	2,500	2,500	2,500
Total	45,700	74,425	92,950	114,500
% of Ministry budget (approximation)	0.5	0.7	0.9	1.1

Notes

a. Expenses for the National Committee at the Ministry of Education and for representation on the National Council for continuing education

b. The professional staff of the department.

c. The secretarial staff and administrative expenses.

d. The central collection of teaching aids, and the cost of special publications (less returns on sales).

e. Expenses of the National Training College and of other training courses arranged by the department or where participants are sponsored by the Ministry of Education.

f. To cover the costs of nationally sponsored programmes, especially experimental programmes on television and radio.

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g. Grants in aid to assist registered non-statutory agencies with their adult educational work.

h. The central department will make a block grant to each NELE worked out on an agreed basis. The grant to a NELE covers the following items;

(i) salary of a full-time officer (or fee to part-time officer)
(ii) administrative expenses
(iii) purchase of teaching aids
(iv) programmes sponsored by the NELE
(v) salaries of full-time directors
(vi) grants to centres to cover the cost of payment for part-time directors, administrative and running expenses, and fees to lecturers, tutors, etc.
(vii) proportional cost of residential adult education college

i. See Table V

j. Two inspectors in the first year and eight further appointments in the second.

TABLE IV

GRANTS TO NELEs (000's drs.)

	YEAR	1	2	3	4
a.	Full-time Officers	2,000	5,000	8,000	10,000
b.	Part-time Officers	1,100	800	350	-
c.	Secretarial/admin.	5,000	7,200	8,400	9,000
d.	Office Rent	200	500	750	900
e.	Full-time Directors	-	4,000	8,000	13,000
f.	Teaching Aids	1,000	1,100	1,200	1,300
g.	NELE Programmes	1,300	1,300	2,000	2,000
h.	Residential College	-	5,000	5,000	10,000
i.	Grants to Centres	24,400	30,100	36,300	43,800
		35,000	55,000	70,000	90,000

These "totals" to be subdivided between the 52 Nomos.

Notes

a.b. e. According to Table II. Part-time staff reduces as full-time staff increases.

c. To cover all administrative costs.

f. Equipment held by NELEs for loan to centres.

g. Activities arranged by NELEs, including training seminars.

h. NELEs will pay a proportional fee for the running costs of residential colleges. Some revenue will come from student fees.

i. This grant covers payment of part-time staff, running expenses of centres, fees to teaching staff. Centres should be allowed to raise funds locally in support of their work. It is assumed that centres which are "wings" of existing institutions will be rent free. Where centres are undertaking work for other Ministries it is hoped they will be in receipt of revenue from these sources as well.

TABLE V

GRANT TO COMMITTEE FOR HIGHER ADULT STUDIES (000's drs.)

	YEAR	1	2	3	4
a.	Professional Staff	1,200	2,000	2,000	2,000
b.	Secretarial/Admin.	950	950	1,100	1,100
c.	Programme	300	450	550	550
d.	Committee Expenses	50	50	50	50
		2,500	3,450	3,700	3,700

Notes

a. According to Table II.

b. To cover secretarial and administrative expenses.

c. This is a comparatively small allocation of funds for the programme, the assumption being that much of the vocational work arranged by universities will be eligible for substantial fees from students.

d. To cover costs of attending committee meetings including NELEs.

TABLE VI

SCHEDULE OF CAPITAL COSTS (000's drs.)

Year 1			
Two centres	say	40,000	
Two "adaptations"	say	5,000	
Five "wings"	say	10,000	
Ten vehicles	say	1,500	56,500
Year 2			
Two centres		40,000	
Two "adaptations"		5,000	
Five "wings"		10,000	
National training college		15,000	
Residential college		10,000	
Fifteen vehicles		2,250	82,250
Year 3			
Two centres		40,000	
Two "adaptations"		5,000	
Five "wings"		10,000	
Fifteen vehicles		2,250	57,250
Year 4			
Two centres		40,000	
Two "adaptations"		5,000	
Five "wings"		10,000	
Residential college		10,000	
Twelve vehicles		1,800	66,800
TOTAL			262,800

APPENDIX A

Fellowships

The four fellowships associated with the project were awarded as follows:-

Mr. G. Alpentzos[1]

University of Edinburgh, United Kingdom (Scotland)

Mr. L. Costopoulos

Leicestershire Local Education Authority, United Kingdom (England)
Study tour of Denmark

Mr. C. Vlachos

The Sorbonne, Paris, France,
Study tour in Switzerland.

Mr. F. Yannopoulos[1]

Göhrde Heimvolkschochschule, West Germany.

(1) These fellowships were extended beyond six months to allow the fellows to complete recognised courses of instruction.

APPENDIX B

Equipment

It is suggested that equipment purchased with the $8,000 grant should be earmarked for use at nationally sponsored training courses, and preferably at the National Training College. The following items have been ordered:-

1 portable closed circuit television
1 duplicator
7 overhead projectors(1)
7 slide projectors(1)
1 16mm cine projector
1 tape recorder
1 epidiascope
1 radio-record player
1 foto dry copier
1 addressing machine
1 typewriter

(1) The number of these items may be reduced if the total cost exceeds the amount of the grant.

APPENDIX C

Grants to Nomos for adult education (1973)

Nomos	Grant for adult education(1)	No. of centres	No. of night schools (primary)	Population
Aetola Karnanias	626,000	50	17	228,989
Argolisos	153,000	10	-	88,698
Arkadia	276,000	20	-	111,263
Arta	244,000	19	1	78,376
Attica	1,092,000	77	23	2,797,849
Akhaia	359,000	25	3	239,859
Boeotia	211,000	14	2	114,675
Grevena	358,000	26	2	35,275
Drama	408,000	30	5	91,009
Dodecanesos	246,000	20	4	121,017
Eyros	402,000	30	3	138,988
Evboea	254,000	13	1	105,369
Evritania	200,000	20	-	29,533
Zante	155,000	10	1	30,187
Ilia	404,000	36	2	165,056
Imathia	333,000	20	9	118,103
Iraklion	336,000	20	3	209,670
Thesprotia	216,000	15	1	40,684
Salonika	489,000	14	8	710,352
Yanina	341,000	30	-	134,688
Kavala	305,000	20	3	121,593
Karditsa	620,000	144	-	133,776
Kastoria	245,000	22	-	45,711
Corfu	260,000	20	1	92,933
Cephalonia	235,000	30	-	36,742
Kilkis	374,000	25	8	84,375
Kozani	451,000	37	6	135,709
Korinthia	169,000	7	-	113,115
Cyclades	395,000	36	1	86,337
Lakonia	220,000	16	1	95,844
Larisa	507,000	32	9	232,226
Lasithi	163,000	10	-	66,226
Lesvos	260,000	26	-	114,802
Magnisia	384,000	20	4	161,392
Messenia	307,000	30	3	173,077
Levkas	162,000	10	-	24,581
Xanthia	282,000	20	1	82,917
Pella	392,000	25	5	126,085
Pieria	277,000	20	6	91,728
Preveza	345,000	30	-	56,586
Rethimni	185,000	12	-	60,949
Rodopi	281,000	20	1	107,677
Samos	175,000	10	-	41,709
Serres	581,000	38	16	202,858
Trikala	293,000	20	1	132,519

(1) drachma

NOMOS	Grant for adult education(1)	No. of centres	No. of night schools (primary)	Population
Phthiotis	227,000	14	5	154,542
Florina	395,000	35	1	52,28[illegible]
Phocis	165,000	10	-	41,361
Khalkidiki	290,000	22	4	73,850
Canea	238,000	15	1	119,737
Chios	190,000	12	-	53,948
Private organization	500,000	-	43	-
TOTAL	16,379,000	1,287	205	8,768,000app.

Source: Ministry of Education

(1) drachma

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APPENDIX D

Subjects studied in centres (1972) and number of sessions held
(Usually of 1 hour duration)

1.	Family	6,503
2.	Religion	5,953
3.	Health	4,310
4.	Child care	377
5.	Civics	10,302
6.	Agriculture (theory)	1,857
7.	Animal breeding	873
8.	Forestry	1,205
9.	Poultry	184
10.	Bee-keeping	121
11.	Fisheries	115
12.	Geography	421
13.	History	6,065
14.	Folklore	379
15.	Fine arts	207
16.	Literature	335
17.	Economics/trade	1,187
18.	Tourism	681
19.	Foreign languages	120
20.	Practical agriculture	636
21.	Woman's work	298
22.	Film shows	2,342
23.	Recreation	487
24.	Athletics	540
25.	Community work	323
26.	Visits (educational)	120
27.	Excursions	125
28.	Other	1,413

Source: Ministry of Education

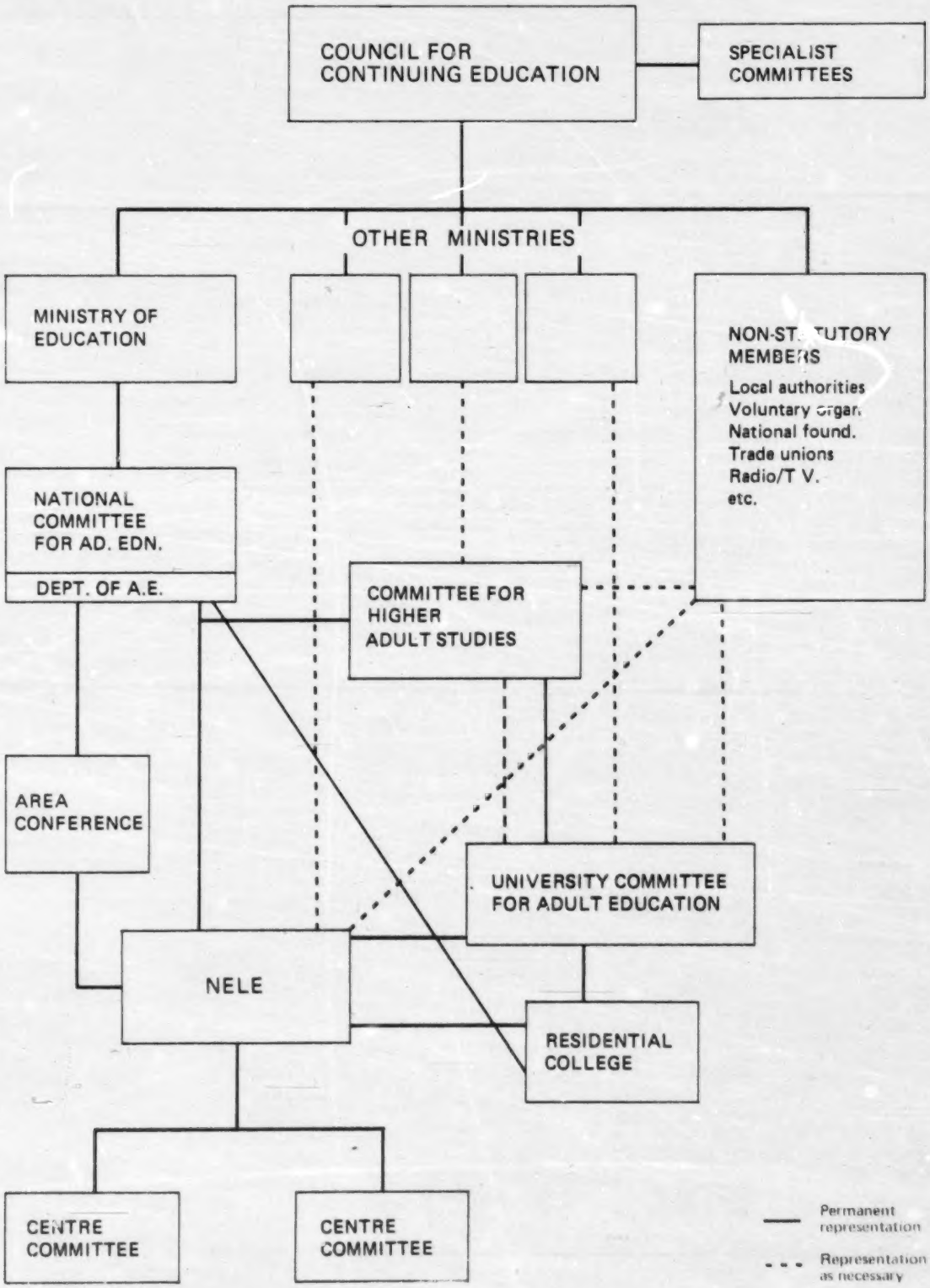
APPENDIX E

Secondary night schools (1972)

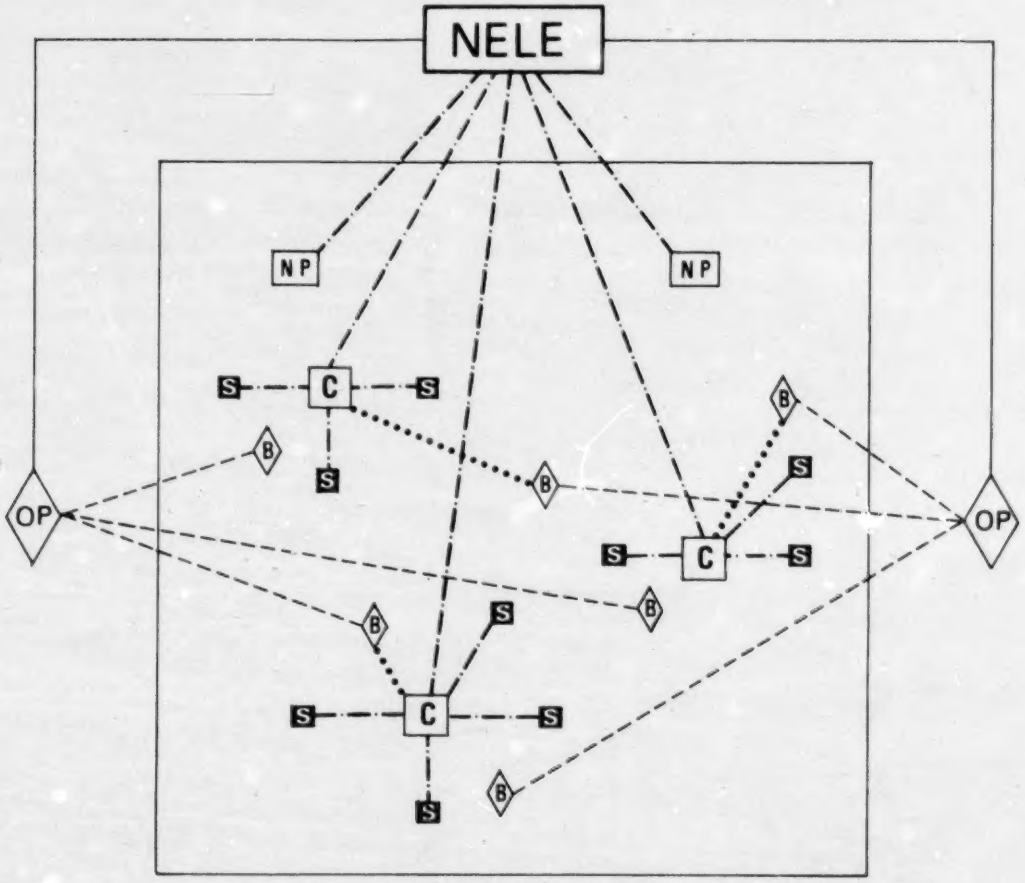
	Public	Private		Public	Private
Aetolakarnanias	0	0	Kozani	0	0
Argolis	0	0	Korinthia	0	0
Arkadia	0	0	Cyclades	0	0
Arta	0	0	Lakonia	0	0
Attica	15	31	Larisa	1	1
Akhaia	1	2	Lasithi	0	0
Boetia	0	0	Lesvos	0	0
Grevena	0	0	Levkas	0	0
Drama	0	0	Magnesia	1	0
Dodecanesos	0	0	Messenia	1	1
Eyros	0	0	Xanthi	0	0
Euboea	1	0	Pella	0	0
Evritania	0	0	Pieria	0	1
Zante	0	0	Preveza	0	0
Ilia	0	1	Rethimni	0	0
Imathia	0	0	Rodopi	0	0
Iraklion	1	1	Samos	0	0
Thesprotia	0	0	Serres	0	0
Salonika	2	2	Trikala	1	0
Yanina	0	1	Phthiotis	1	0
Kavala	1	0	Florina	0	0
Karditsa	1	0	Phocis	0	0
Kastoria	0	1	Khalkidiki	0	0
Corfu	0	0	Canea	0	1
Cephalonia	0	0	Chios	0	0
Kilkis	0	0			
				27	43

Source: Ministry of Education

APPENDIX F. PROPOSED STRUCTURE FOR ADULT EDUCATION



APPENDIX G. PROVISION OF ADULT EDUCATION IN A NOMOS



A "typical" Nomos

In addition, all members of NELE would be able to make use of residential colleges provided by the Ministry of Education.

NELE — Nomos Adult Education Committee

C — Adult Education Centre

S — Satellite of Centre

NP — Programme provided by NELE

OP — Other provider (e.g. another ministry, local authority, voluntary organization, etc.). In the diagram only two such providers are shown. There may be many more.

B — A branch run by an "OP"

———— Members of NELE

••••••••• Where centres and branches mutually assist each other with activities.

-·—·—·- The connexion between NELE - Centre - Satellite

– – – – – The connexion between an OP and its branches